

15 JAN 1968

MEMORANDUM FOR: Director of Training

THROUGH : Chief, Operations School

SUBJECT : Course Report, Operations Support No. 2-68 (11071)
13 November - 1 December 1967

REFERENCE : Course Report, Operations Support No. 1-68
11 - 29 September 1967

Class Composition

1. Twenty-four students were enrolled and twenty-two completed Operations Support Course No. 2-68. AF Division cancelled one student on opening day and EUR Division withdrew one student three days after the course began as the employee was resigning. This employee had entered on duty in October 1967 and was not scheduled for overseas.

2. Twenty students had attended college; there were eleven degrees. The average age of the class was twenty-four. The grades ranged from GS-4 to GS-11 and averaged GS-5/6. Average length of service was 17 months. There was one Career and one Contract Agent; the remainder had D designations. Three students had had the Administrative Procedures Course.

3. During the first week of the Course, one student from EUR Division requested that she be cancelled because she was not preparing for an overseas assignment and had already completed tours in [REDACTED]. The undersigned agreed to consult with the Training Officer to determine the rationale of her enrollment. The EUR Division Training Officer advised that it was Division policy that all individuals aspiring to Intelligence Assistant duties at Headquarters were expected to complete the Operations Support Course during the first year whether they had been overseas or not. An effort was made to persuade [REDACTED] to enroll personnel in the course before going out on their first tour, thereby equipping them to perform better at the station and simultaneously satisfying EUR's Intelligence Assistant job requirements. However, current EUR

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Division training policy requires only IRRR and Soviet Bloc Operations for overseas preparation. This is a point which we wish to examine in conjunction with the DDP/TRO to ensure that the aims of the Division are compatible with approved and published course objectives and the audience for whom the course is tailored.

4. The title, "Operations Support Assistant" was noted for the first time on a Training Request Form for one of the students from the Africa Division. A check was made with the Division Training Officer to see if this was an informal designation or an official job description. The Training Officer advised that all individuals going to small posts in Africa are now known as Ops Support Assistants. Apparently the position description was made up from a check list which was the result of a survey conducted in 1964 by CS Personnel. It is heartening to know that individuals, assigned to posts requiring a multitude of skills in the operational support (versus administrative support) field can now be appropriately recognized by a title and an official position description more accurately describing their assigned responsibilities.

Course Content

5. The content of this course was modified to accommodate the loss of eight hours class time due to the Thanksgiving holiday. When curtailment is necessary, coverage of activities for which the students will not have primary responsibility in the field is abbreviated. The tradecraft problem falls in this category. However, the students still had the experience of planning, implementing, and reporting on one personal meeting. Under normal circumstances the students plan for two meetings and carry out one.

6. The talk on Support of Operations - An Operations Officer's View was changed from the last day of the course to the second. This change was suggested by a student in the previous course who felt that getting this information earlier would serve to awaken the students to the fact that what they are taught in the course is by no means theoretical but represents what they need to know to contribute effectively to their posts of assignment. [REDACTED] gave this talk and as a past Chief of Station at a small post and intimately familiar with every phase of station activities, he was able to touch upon and underscore the importance of the many and varied tasks an employee may be asked to perform. Thus, each and every member of the class was able to relate his projected job assignment to the points brought up in the talk regardless of whether he was slated for assignment to a large station where involvement in operational support tasks might be limited or to a smaller post where involvement would possibly be extensive. An unanticipated bonus of this talk was enhanced receptivity

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to the instruction on Records Procedures due, undoubtedly, to [REDACTED] recounting to the class that he, himself, [REDACTED] his Station Records on three separate occasions. This provided an element of drama to a subject that is classically associated with the more sedentary aspects of Station activities.

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7. The snow storm and early dismissal on Thursday, 30 November, precluded the mid-afternoon session which was to have been the lecture on Personal Security and Overseas Effectiveness given by representatives of the CI Staff and the Office of Security. We feel that it is important for our students to have this coverage; therefore, despite the fact that Friday was the last day of the course, we telescoped all of the scheduled activities to allow time for this presentation. [REDACTED] represented the Office of Security for the second time. He is an excellent speaker, always well prepared, and his talk was informative and on target. Mr.

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[REDACTED] was designated by the CI Staff to substitute for [REDACTED] who was ill. [REDACTED] material fascinated the class and, at the same time, drove home the reality of their possible exploitation by other services. This lecture is a valuable contribution to the employee's conditioning for overseas life and will be a regular part of the course.

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8. At the last minute, two of the four employees who had accepted our invitation to be on the Panel of Overseas Returnees, were unable to come. However, we discovered gold in our own backyard: [REDACTED] one of our Training Assistants, who had previously served [REDACTED] agreed to participate and ably contributed to the discussion. As the other two panelists had been in Africa, we were fortunate to have someone from still another part of the world. The panel participants were given a briefing and a suggested outline to review before the class convened. The class, for its part, was allotted time to prepare questions. The result was a more fruitful and better organized hour and a half. Student reaction to this period continues to be most favorable and we hope to recruit enough returnees to guarantee interesting panels for future courses. These contacts also provide an invaluable feedback on the usefulness of course content. It is conceivable that the absence of this particular type of employee from their own office telephones and typewriters could become a cause for annoyance and inconvenience to their supervisors. Rather than risk wearing out our welcome or drying up our sources, we plan to offer the Panel members transportation to and from Langley because dependence on the shuttle entails an unwarranted loss of time.

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Student Critiques

10. Student critiques were written and indicated that the course met its stated objectives. There was one particularly useful suggestion: to set aside a separate section in the book used for notetaking for the tradecraft problem so that this material would not be lost among lecture notes on other subjects. This suggestion will be implemented in the next course.

11. The students also indicated that they liked the new sequence of the schedule which is constructed, insofar as possible, so that the majority of lectures on Organization, Records, and Procedures are covered during the mornings, with the afternoons reserved for the tradecraft lectures and field problems.

Course Changes and Instructor Comments

12. Operations Support No. 1-68 (11 - 29 September) was the first running of the three-week version of the Course (cf. Course Report dated 16 October 1967). We had planned a post-course critique to assess several of the more experimental aspects but instructor commitments to other training programs and courses made this impossible before the scheduling of Operations Support No. 2-68. We thus launched into the second running with some questions unresolved. In retrospect this was fortuitous since the experience gained from the two courses reversed some tentative opinions and resulted in decisions of a more lasting nature.

13. Live Problem: The students enjoyed the problem but were fairly unanimous in their desire for two personal meetings. Operations Support No. 1-68 had, theoretically speaking, two meetings but, as it was planned for that course, one meeting was deliberately aborted and actual contact was made in the second. Operations Support No. 2-68 was hampered by the holiday and only one meeting was scheduled. Upon completion of Operations Support No. 2-68, a post-course conference was held. All conferees had read the student critiques. These critiques and instructor opinion indicated that two actual contacts are desirable and [REDACTED] is so designing the problem for the upcoming Operations Support No. 3-68. In addition, all student papers (casing reports, personal meeting plans, personal meetings, and contact reports) will be reviewed by the instructor responsible for that subject. Each team will receive written comments on each of their efforts.

14. To Test Or Not To Test: This question has been debated on both sides of the fence. There are as many valid pros and cons as there are people involved. To date, the most practical testing mechanism for tradecraft, as taught in this course, has proved to be a quiz based on films. However, the few films which are technically correct and thus usable for this purpose are old. The generation gap between these films and our student body is too wide.

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15. The test devised for Operations Support No. 1-68 was essentially a completion type. It served as an excellent extension of the learning process but, frankly, left something to be desired as a test. The material was reworked for Operations Support No. 2-68. It was better and the students performed creditably. Nevertheless, it remained questionable whether the test was a real measurement of comprehension. The contingent nature of tradecraft makes it almost impossible to devise a manageable test with questions specific enough (without being doctrinaire) to elicit a student response entirely compatible with the point the instructor is trying to make. The entire question was finally resolved by a decision handed down by Chief, Headquarters Training: A tradecraft review: yes. A test: no.

16. Student Evaluations: When the live tradecraft problem was run on the basis of individual student effort, the Training Report showed the rating achieved by each student for each aspect of the problem. The new tradecraft problem was drawn up using the team concept and individual ratings could no longer be given. This removed four subject categories from the evaluation form. The decision not to grade the tradecraft test left three graded subjects: (1) Cables, (2) Dispatches and Pouch Manifests; and an (3) Objective Test on Organization and Records. Inclusion of these three items on the evaluation form, to the exclusion of all others, seemed an inadequate reflection of course content or student effort.

17. Further discussion on this subject resulted in the decision to drop the practical tests on Cables, Dispatches and Pouch Manifest format. Instruction and detailed practice work will remain the same and efforts will continue towards furthering Program Assisted Instruction in these areas. The time presently allotted for administering the test and conducting the critique on Cables, Dispatches, and the Pouch Manifests totals approximately four hours. We propose using this time to introduce instruction on the handling and control of Top Secret material; preparation of a pouch: assembling accumulated documents, preparing the manifest, and wrapping and addressing the envelopes; and, if possible, a short TSD demonstration on the

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18. Student comprehension of the material covered, with the exception of Tradecraft, will be measured by an Objective Test given at the end of the course. No formal evaluation will be given on tradecraft concepts since instruction is for familiarization only and will not be the primary responsibility of most Operations Support students. The Training Report has been revised to reflect these changes. (See Attachment 2)

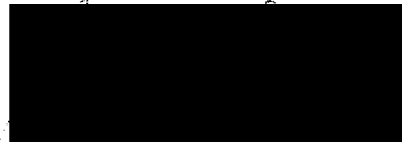
19. While only one grade, the Objective Test, is shown on the revised evaluation, the report is considerably more extensive in delineating the

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scope and depth of the training in each category of instruction in this course. The new Training Report should also serve to better acquaint supervisors in the Clandestine Services with the aims of the course and the knowledge that Operations Support trainees should have acquired.



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Chief Instructor

Attachment:

1. Course Schedule (w/orig. only)
2. Training Report

HT/OS/TR/ [REDACTED] :js 25X1A9a

Distribution:

- Orig - DTR
- 1 - DDP/TRO
- 1 - C/OS/TR
- 1 - R/TR
- 2 - HT/OS/TR

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ROUTING AND RECORD SHEET

SUBJECT: (Optional) Course Report, Operations Support No. 2-68
13 November - 1 December 1967

DTR-C097

FROM: [REDACTED] Room 615 1000 Glebe		25X1A9a		EXTENSION 3396	NO. 05-0053-68
				DATE 15 January 1968	
TO: (Officer designation, room number, and building)	DATE		OFFICER'S INITIALS	COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)	
	RECEIVED	FORWARDED			
1. CH/OS/TR Room 615, 1000 Glebe	(15)	(16)	cmr3	<p><u>1 to 2:</u> This report is of particular interest because</p> <p>2. Your retention copy attached. it is the first since the substantial changes made</p> <p>3. Your retention copy attached. in this course have fairly crystallized in the desired form. Your special attention is also drawn to 9's 3, 4.</p> <p>Re para 3. In the interim TD/EUR discussed with RTR's office possibility of using Ops Form rather than Ops Rep. for IAs. MPB</p> <p>7. Your retention copy attached.</p> <p>9: Good report and course analysis.</p> <p>7 to 8: I would like more details re para 3 - EUR Div Policy re sequence of training - Hopefully we might be able to resolve this item in interest of all concerned</p> <p>8 to 9: Let's discuss DDPITRO request.</p>	
2. C/OS/TR Room 620, 1000 Glebe	17 Jan 68		cmr		
3. DR/TR R/TR Room 839, 1000 Glebe C/AIB	22 Jan 68	23 Jan 68	MPB for RTR		
4. C/P&M Room 807, 1000 Glebe		26 Jan	MPB		
5. DDTR Room 819, 1000 Glebe	2 Feb 68		AL		
6. DTR Room 819, 1000 Glebe	2 Feb		AL		
7. DDP/TRO Room 3C-29 Hqs.	6 FEB 1968	7 FEB	MPB		
8. CH/OS/TR Room 615, 1000 Glebe	(8)	(8)	cmr3		
9. [REDACTED] Room 615, 1000 Glebe					
10. 25X1A9a					
11.					
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ORIGINAL DOCUMENT MISSING PAGE(S):

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